DOCUMENT RESUME

ED 053 587 FL 002 359

AUTHOR	Levenson, Stanley
TITLE	Planning Curriculum for Bilingual Education Programs: Kindergarten through Grade 12.
PUB DATE	5 May 71
NOTE	13p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Curriculum Development, *Curriculum Planning, Educational Objectives, Elementary Schools, Experimental Curriculum, Federal Aid, Intercultural Programs, Language Development, *Language Skills, *Mexican Americans, Resource Teachers, Secondary Schools, Self Concept, Spanish Speaking, *Speeches
IDENTIFIERS	*Project Frontier, San Diego County

ABSTRACT

This speech provides an outline of the planning procedure and framework for the curriculum used in the bilingual education program, Project Frontier, at Chula Vista, California. It explains the goals of the project which is gradually being expanded to all grade levels, and it describes how the goals are interwoven into a framework made up of units of learning at any one level. A diagram showing the framework is included along with a chart showing the steps followed in the curriculum development. A bibliography is included. (VM)

ED053587

Stanley Levenson, Curriculum Writer
Project Frontier, Title VII
1130 Fifth Avenue
Chula Vista, CA 92011

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

PLANNING CURRICULUM FOR BILINGUAL EDUCATION PROGRAMS: KINDERGARTEN THROUGH GRADE 12 *

Planning curriculum for bilingual education programs (K-12), is a very exciting and stimulating task. Following, is a progress report on the comprehensive curriculum development program of Project Frontier, which is one of the largest federally funded Title VII bilingual education programs in the United States.

Located in the southwesterly portion of San Diego County, California, and contiguous to Mexico, Project Frontier, was one of seventy-six project funded under Title VII, E.S.E.A., May, 1969 to implement innovative demonstration programs in bilingual education. Initial funding of $442,216 for fiscal year 1969-70, was followed with an increase in the grant award of $548,000 for 1970-71.

The Project was designed as a five year program, through the combined efforts of four school districts, the Department of Education, San Diego County, and the local community. During the 1970-71 school year, the program included kindergarten through grade two at the elementary school level, grades seven and eight at the junior high school level, and grades ten and eleven at the high school level. The plan calls for the addition of the next higher grade at each component one year at a time, until the K-12 sequence is complete. (See below)

---

* Speech delivered at the Fifth Annual Convention of the Teachers of English to Speakers of Other Languages, March 5, 1971, New Orleans, La.

FL002359

participating school districts and five year progression

YEAR	SOUTH BAY UNION SCHOOL DISTRICT	NATIONAL ELEMENTARY SCHOOL DISTRICT	CHULA VISTA CITY SCHOOL DISTRICT	SWEETWATER UNION HIGH SCHOOL DISTRICT	
	Nestor Elementary School	Kimball Elementary School	Montgomery Elementary School	Southwest Jr. High School	Montgomery High School
1969-70	K-1	2-3	4-5-6	7	10
1970-71	K-1- (2)	(K) (1)	(K) (1)	7 (8)	10 (11)
1971-72	K-1-2- (3)	K-1- (2)	K-1- (2)	7-8- (9)	10-11- (12)
1972-73	K-1-2-3- (4)	K-1-2- (3)	K-1-2- (3)	7----------	---------12
1973-74	K-1-2-3-4- (5)	K-1-2-3- (4)	K-1-2-3- (4)	7----------	---------12
1974-75	K----6	K------5	K------5	7----------	----------12
	POST TITLE VII PLANS CALL FOR BILINGUAL EDUCATION PROGRAMS TO BE IMPLEMENTED BY EACH SCHOOL DISTRICT				

Project Frontier has established four basic goals for its bilingual education program. They are:

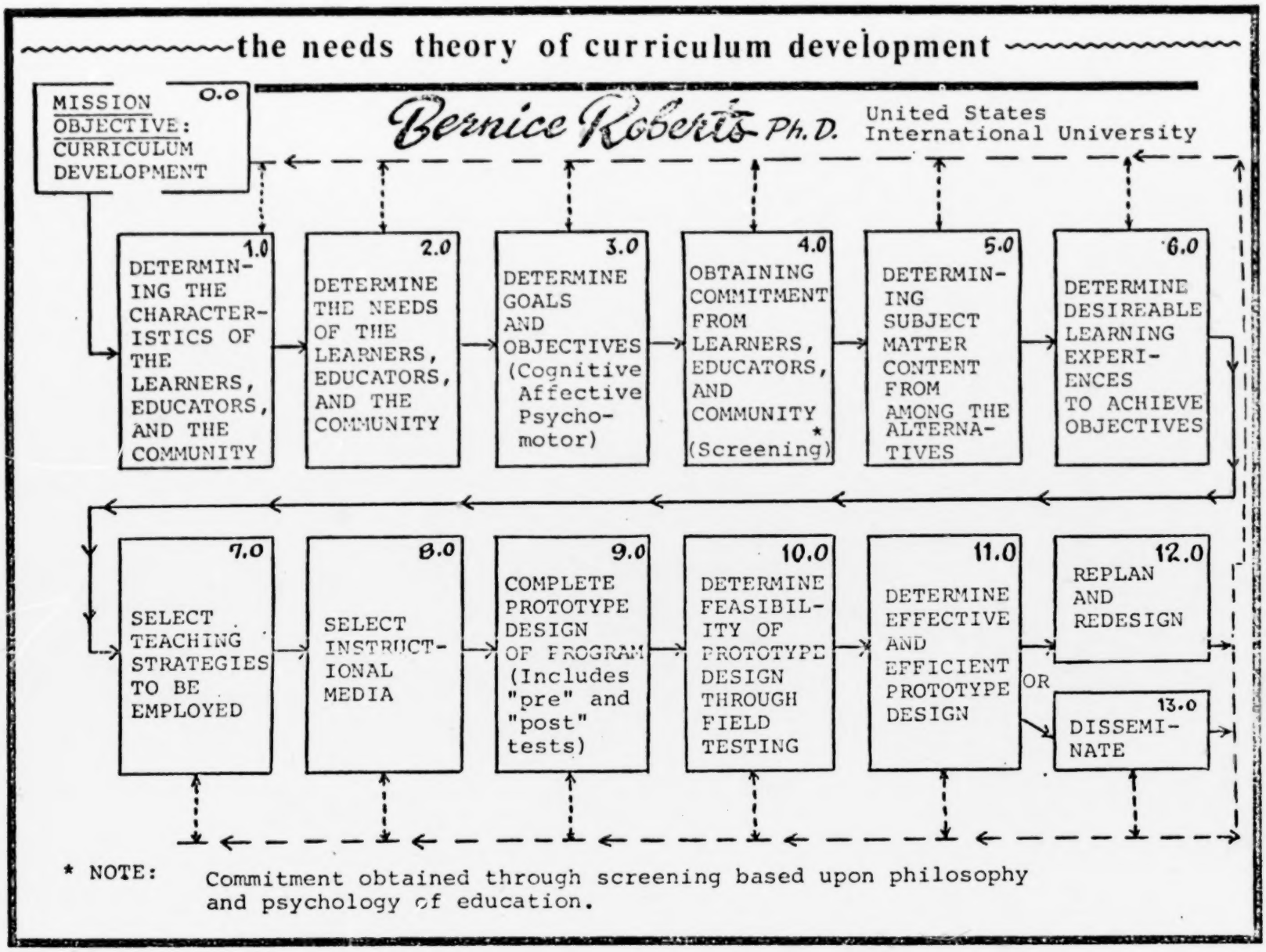
1. English Language Development - Improving the mastery of the English language through the development of the listening, speaking, reading, and writing skills.
2. Spanish Language Development - Improving the mastery of the Spanish language through the development of the listening, speaking, reading, and writing skills.
3. Self-Concept Development - Improving self-concept by accepting youngsters as they are, by valuing and developing biculturalism

both inside and outside of class, by providing success-oriented experiences, and by exposure to and involvement in the cultural heritage of Mexico, other Spanish speaking countries, and the United States.

4. Academic Achievement - Improving academic achievement through the use of the dominant language as needed for concept development and subject matter mastery.

Because teachers, children, and parents are our major focus in Project Frontier, along with developing a model program, we do everything we can to provide help and assistance when and where needed. For example, each teacher in our program has a bilingual instructional aide, and classes ranging from 20-25 students. Each school has a bilingual community aide and a bilingual resource teacher that provides the classroom teacher with the help needed to implement the curriculum. The Bilingual Education Center (BEC) staff of curriculum writers, evaluators, graphic artists and others is available to provide input as needed. Also available at the BEC is a very excellent library of Spanish and English texts, library books, and so on.

The comprehensive curriculum development program of Project Frontier, which will make up the heart of this paper, is based upon the "Needs Theory." The "Needs Theory" was first conceptualized by Tyler, later refined by Taba, and more recently broadened and enhanced by Bernice Roberts of the United States International University, who is a principal Curriculum Consultant to our project. The graphic below depicts this plan for curriculum development.


the needs theory of curriculum development
Bernice Roberts Ph.D.
United States International University
MISSION OBJECTIVE: CURRICULUM DEVELOPMENT 0.0
1.0 DETERMINING THE CHARACTERISTICS OF THE LEARNERS, EDUCATORS, AND THE COMMUNITY
2.0 DETERMINE THE NEEDS OF THE LEARNERS, EDUCATORS, AND THE COMMUNITY
3.0 DETERMINE GOALS AND OBJECTIVES (Cognitive Affective Psychomotor)
4.0 OBTAINING COMMITMENT FROM LEARNERS, EDUCATORS, AND COMMUNITY * (Screening)
5.0 DETERMINING SUBJECT MATTER CONTENT FROM AMONG THE ALTERNATIVES
6.0 DETERMINE DESIREABLE LEARNING EXPERIENCES TO ACHIEVE OBJECTIVES
7.0 SELECT TEACHING STRATEGIES TO BE EMPLOYED
8.0 SELECT INSTRUCTIONAL MEDIA
9.0 COMPLETE PROTOTYPE DESIGN OF PROGRAM (Includes "pre" and "post" tests)
10.0 DETERMINE FEASIBILITY OF PROTOTYPE DESIGN THROUGH FIELD TESTING
11.0 DETERMINE EFFECTIVE AND EFFICIENT PROTOTYPE DESIGN
OR
12.0 REPLAN AND REDESIGN
13.0 DISSEMINATE
* NOTE: Commitment obtained through screening based upon philosophy and psychology of education.

Curriculum development for Project Frontier is a cooperative "team" effort. Curriculum writers working with resource teachers, classroom teachers, teacher aides, students, county and state department of education personnel, parents, administrators, consultants and others all work together with one purpose in mind. That is, to provide the best possible bilingual education program for each youngster in Project Frontier with the hopes of influencing other programs in the state and the nation.

The next graphic depicts the framework for curriculum units. Picture it as having a number of layers or grids representing various components of the curriculum. The bottom grid includes the general curriculum themes, and levels of learning. The themes and their levels are:

K-1 - Families of the World

2 - The Common Needs of Man

3. - Communities of the World

4 - My Own Political Unit and Others

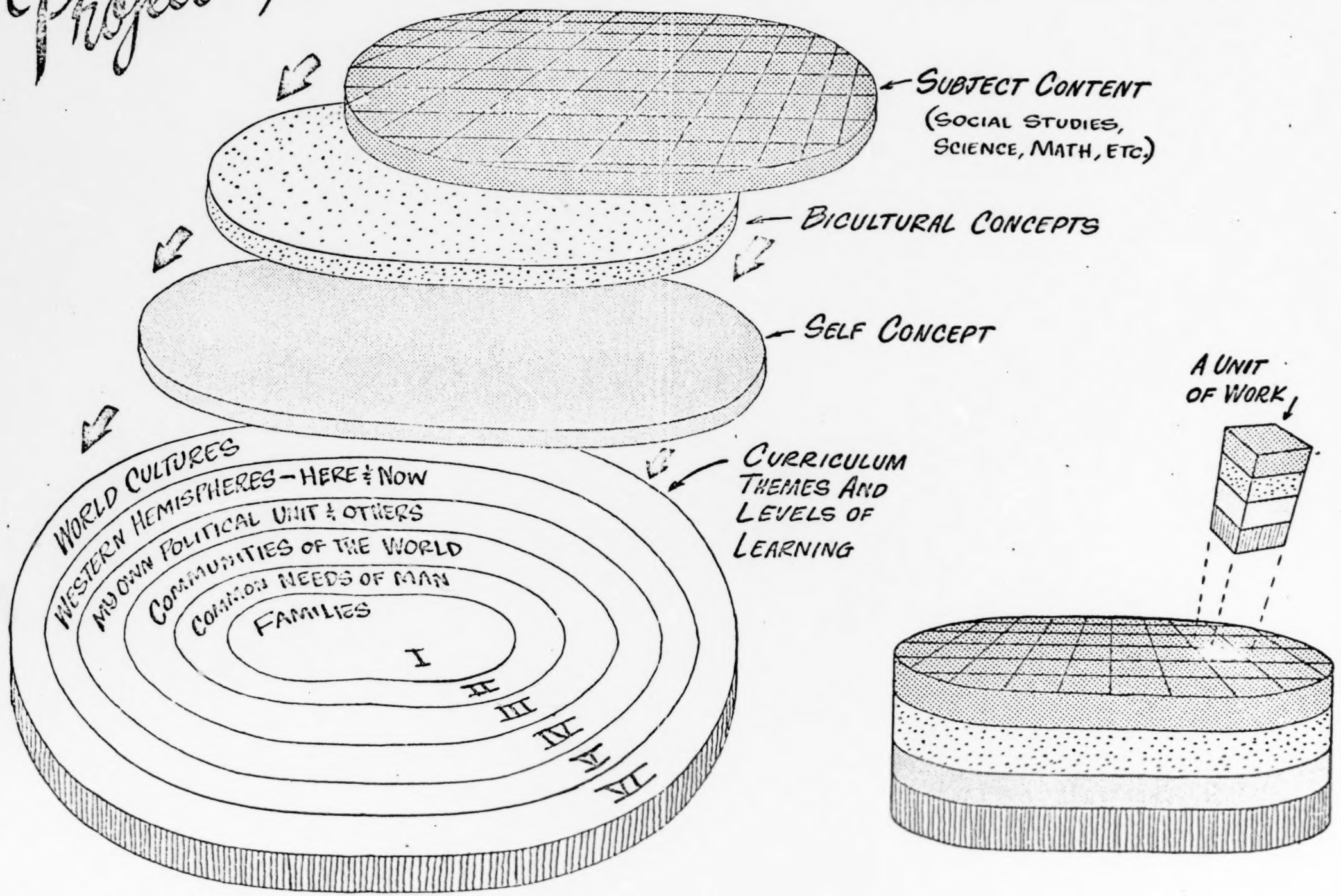
5 - Western Hemisphere Here and Now

6 - World Cultures

The next two grids are the "self-concept" grid, and the "biculturalism" grid. Both of these grids permeate the entire program and are always present. Following these, are the grids that represent the various courses that are offered in the curriculum such as: social studies, science, math, etc. The grid lines represent units of work for particular subject areas. If one would "slice out" a grid section such as a section in math, he would have the unit of work, the level of learning, the self-concept development, the bicultural component, and the curriculum theme.

We are presently in the process of developing Curriculum Themes for our secondary school program utilizing the same basic components as shown in the Framework for Curriculum Units on page 6.

Project Frontier framework for curriculum units



Stanley Levenson

The Program Development and Evaluation Team of Project Frontier is producing a number of curriculum units based upon the Framework. The units include a unique combination of interrelated concepts that we are calling "doublettes" and "triplettes." Generic goals for self-concept development and biculturalism are being combined and interwoven to form "doublettes" and added to subject matter content to form "triplettes."

After several generic triplettes are formed that are applicable to any level, one will be chosen as the central focus of a Unit of Learning. This unit will be prepared as a mini-lesson which will be the vehicle for the application of our Curriculum Framework. In fact it will be a miniature example of the total curriculum development plan.

Based on the triplette, the Unit of Learning will include specific performance objectives that interweave self concept development, biculturalism, and subject matter content, all centering around the curriculum theme for a specific level of learning. The unit will also include several learning experiences that will help to enable the student to reach the desired objectives. The evaluation component for the project will prepare "pre" and "post" tests for each Unit of Learning.

Units of Learning are presently being prepared for each of the ten levels (K-3; 7-12) at which Project Frontier will be involved next year (1971-72). A model units will be field tested at each level in the fall and another in the sping. "Pre" and "post" tests will be administered for each unit. Some of the units will be chosen having the same subject matter content but at

different levels of learning. This will enable the evaluators to study the vertical relationships of the model. Based upon field testing and the effectiveness and efficiency of the units, redesign will take place if needed with eventual dissemination of the package to all project schools.

Through inservice training the teachers will be instructed in the best use and inplementation of the model units. By learning the generic ingredients of such a unit it is hoped that the teacher will be able to create similar units of his own based on the triplette concept.

Below is an example of the progression that takes place as we move from the generic goals, to the doublette, to the triplette, to the performance objective, and finally to the learning experiences. Example:

I. GENERIC GOALS:

Self-Concept Development - To enable students to be influenced in positive ways through success-oriented experiences.

Biculturalism - To enable students to realize that bilingual/ bicultural children have not one but two important tools for transmitting culture and ideas.

II. GENERIC DOUBLETTE: (Includes self-concept development & biculturalism)

The student will be influenced in positive ways through success-oriented experiences that enable him to realize that bilingual children have not one but two important tools for transmitting culture and ideas.

III. GENERIC TRIPLETTE: (Includes self-concept development, biculturalism, and language teaching)

Given appropriate success-oriented listening and speaking experiences in both Spanish and English, the student will be influenced in positive ways to help him realize that bilingual children have not one but two important tools for transmitting culture and ideas.

IV. PERFORMANCE OBJECTIVE: (Includes self-concept development, biculturalism, and language teaching)

When confronted with two new students in the schools (one monolingual Spanish speaker and one monolingual English speaker), at least 90% of the second level students in the bilingual education program will be able to introduce themselves with proper gestures in both Spanish and English, thus feeling a sense of accomplishment and realizing that they have not one but two important tools for communication.

V. SAMPLE LEARNING EXPERIENCE: (Based upon Taba, Roberts, Bessel-Palomares, others)

A. Opener: (Separate Language Groupings - Spanish and English)

"What if we had two students enroll in our class and one could only speak Spanish and the other could only speak English? How could we introduce ourselves to them?"

Class discussion follows:

Some possible anticipated responses: (1) "We could smile." (2) "We could shake their hand." (3) "We could use sign language." (4) "We could speak to them in Spanish and or English."

(5) Others

B. Activity: (Mixed Language Groupings - both Spanish and English)

Bring in two students from another class; one monolingual Spanish speaker and one monolingual English speaker. Tell the class that one student can only speak Spanish and the other student can only speak English. Point out who these students are. Do not relinquish their names. Ask the class, "Who would like to introduce themselves to the guests and also find out what their names are?"

C. Application: (Mixed groups)

Students volunteer to introduce themselves to the guests and actually are given an opportunity to do this.

D. Follow-up Activity: (Separate language groups)

Discuss the activity. Some possible questions you might ask: "How do you think you did?" "How did you feel when you were able to introduce yourself in two languages and the two guests were not able to?" "How many of you think you need additional practice in introducing yourself in either Spanish or English?"

NOTE: If additional practice is required in the first and/or the second language, separate groups should be formed for those that need the help and a recycling of a similar activity

should take place until the desired performance objective is met.

E. Evaluation:

1. Cognitive - Are 90% of the children able to introduce themselves in both Spanish and English to a monolingual English and a monolingual Spanish speaker?
2. Affective - What evidences did the children show that they did feel a sense of accomplishment? What evidences did the children show that they felt good about themselves? What evidences were there to indicate that the children were able to conceptualize that they had not one but two important tools for communication?
3. Psychomotor - What evidences are there to indicate that the spoken word and the gesture are well coordinated and culturally appropriate?

NOTE: Keep accurate records for all domains. Checklists will later be developed by the Evaluation Component.

Before concluding, I would like to briefly mention another very exciting writing project. However, this project will not be authored by adults but by Kids for Kids. It's the Project Frontier, Language Experience Stories in both Spanish and English produced and disseminated to Project Frontier schools, giving students credit as authors. These stories will be packaged professionally, somewhat like the Miami Linguistic Readers have the name

and photograph of the student author on it, and be illustrated by the graphic artist, utilizing the illustration ideas of the students. This particular component of Project Frontier could serve as a tremendous force in self-concept development, and provide almost "instantaneous" high interest level materials in Spanish and English for Project Frontier schools.

It is also anticipated that a "Language Experience Stimulation Kit" be developed to provide teachers with ideas for stimulating and motivating creative writing. This kit might include picture stimulators, story starters, and motivating words.

The curriculum development program for Project Frontier is in "process." We are searching like many others to come up with a viable bilingual/bicultural education program based upon sound principles of child growth and development and sound principles of curriculum construction. We think we have hit upon some interesting and innovative ways to approach learning. However, we need your help and the help of others. We want and welcome feedback and suggestions. The children are waiting.

T H E E N D

(BIBLIOGRAPHY FOLLOWS ON THE NEXT PAGE)

SELECTED BIBLIOGRAPHY

Acuña, Rudy. Cultures in Conflict: Problems of the Mexican Americans. (Teachers Manual and Text). New York, Los Angeles: Charter School Books, Inc., 1970.

Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States. Vols. 1 and 2. Washington, D.C.: Superintendent of Public Documents, 1970.

Bessel, Harold and Uvaldo Palomares. Methods in Human Development. (Theory Manual and Lesson Guides A and B). San Diego, California: Human Development Training Institute, 1970.

Brown, Ina Corrine. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice Hall, 1963.

La Benne, Wallace D. and Bert I. Greene. Educational Implications of Self-Concept Theory. Pacific Palisades, California: Goodyear Publishing Co. 1969.

Levenson, Stanley and William Kendrick. Reading in Foreign Languages for the Elementary School. Waltham, Massachusetts: Blaisdell Publishing Co., 1967.

Roberts, Bernice. "The Needs Theory of Curriculum Development." Project Frontier Pinpointed. Chula Vista, California: Project Frontier, 1971.

Taba, Hilda. Curriculum Development - Theory and Practice. New York: Harcourt, Brace and World, 1962.

Tyler, R.W. Basic Principles of Curriculum Development. Chicago, ILL: University of Chicago Press, 1950.